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ABSTRACT

This manual provides additional instructional activities for teachers/trainers to use for in-service training of persons who work with mentally retarded, learning disabled, and handicapped clients. The first part of the booklet discusses standard learning activities, such as open discussion, games, modeling, role-playing, and debates. The rest of the booklet contains learning activities specific to four curriculum areas: task analysis, work adjustment, production methods, and production supervision. Each learning activity includes information on purpose, duration, materials needed, instructions for carrying it out, worksheets, tests, and answers to tests. (KC)

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HUMAN SERVICES PROGRAM

ELLSWORTH COMMUNITY COLLEGE

REHABILITATION ASSOCIATE
TRAINING FOR EMPLOYED STAFF

INSTRUCTIONAL ACTIVITIES MANUAL (SUPPLEMENT)

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This INSTRUCTIONAL ACTIVITIES MANUAL SUPPLEMENT supports the following modules:

RA # 2 - TASK ANALYSIS

RA #37 - WORK ADJUSTMENT

RA #38 - PRODUCTION METHODS

RA #39 - PRODUCTION SUPERVISION

INSTRUCTIONAL ACTIVITIES

The instructional activities that follow may be used as they stand, may be adapted for special groups or instructors' styles, or may simply provide ideas upon which an instructor can base learning activities. Please note a few characteristics of these activities:

1. There are a variety of instructional modes--lectures, discussions, games, practice sessions, role-plays, and application exercises. Some modules lend themselves to one mode or another.
2. Instructors may take advantage of the variety of modes by varying learning activities. Even a steady diet of games and role-plays can become boring.
3. Often, two or more alternative activities will be recommended. This allows instructors to vary modes or to provide additional learning activities for trainees who need extra help. Instructors may, if necessary, use all the alternatives to reach a particular objective.
4. Some instructional delivery systems may work better with certain modes of instruction. For example, audiovisuals (such as films) are difficult to use when teaching by telephone conferencing. Games, however, may promote both competition and cooperation among the stations (which are otherwise isolated by not being in the same location).
5. Self-tests may be checked by the trainer in tutorial situations. In the other delivery systems, self-tests may replace other activities. Discussion of self-tests as an activity is not usually listed in the IAPs, but it is often an excellent exercise.

The next section begins with descriptions of a few of the standard activities that are found in several modules. These standard activities are referred to in the IAPs. Following the standard activities are the IAPs themselves.

Standard Activities

Standard Activity: Open Discussion. Open discussions (recitations) are intended to assure that all trainees have learned the basic information covered in a module. Be sure that all trainees participate. A common sequence for the discussion could be the following:

1. Lecture briefly over the module, giving personal examples or experiences which relate to the main topics. Lecture should cover a maximum of 10 minutes.
2. Ask whether anyone has questions. If someone has a question, call on another trainee to answer.
3. Using the items listed under this activity in the IAP or the objectives listed in the text, ask trainees questions. Do not follow a predictable routine when calling on trainees. Occasionally, call on a trainee twice in a row. Praise correct answers and expand on them

if necessary. If a trainee makes an error or does not respond, call on another trainee; then go back to the trainee who was unable to answer and repeat the question.
Note: First ask the question, then call on a trainee. This keeps trainees from "tuning out."

4. Summarize the major points covered and ask for questions.

Standard Activity: The Objective Game. This game usually serves as an alternative to the open discussion and serves the same purpose. The group is separated into small groups (2-4 trainees).

1. Divide into groups. If training involves staff from more than one facility, assign trainees from different facilities to each group. This promotes sharing of knowledge and informal discussion; it also prevents destructive competition between facilities.
2. Tell all groups to prepare 3 or 4 questions based on the objectives. Give them 5 minutes to do so.
3. Rotating among groups, have each group ask one question and choose another group to answer (or allow the first group with an answer to give it).
4. Score the answer as follows:

   Complete, accurate answer = 3 points
   Nearly accurate or nearly complete answer = 2 points
   Partially correct answer = 1 point
   Incorrect or no answer = 0 points

5. For answers less than 3 points, another team can complete or correct the answer for the remaining points.
6. If no team completes the answer or there is a dispute, the team which asked the question must complete or correct the answer. The instructor acts as arbiter and awards the points if necessary. Keep it friendly. Give the benefit of the doubt.

The Objective Game may be adapted for use in practice activities.

Standard Activity: Fault-Finding Game. Teams set up situations in which there are flaws involving treatment programs, ethical considerations, philosophy (e.g., normalization), specification of objectives, or legality of placement or program. The other teams seek out the flaws.

This activity not only makes people sensitive to subtle issues, it also makes them aware of the difficulties in their own programs. It is common for teams to design faults that occur in their own facilities. In this game, designing the faults is every bit as enlightening as finding them.

1. Divide into teams of 3 or 4 persons.
2. Assign a topic for the situation.
3. Tell teams that there should be one or two faults relevant to the current module or one covered earlier in the training.
4. After situations have been written, have the first group describe its situation. All teams try to find the faults (alternatively, you may rotate so that team 2 finds faults in the team 1 situation, team 3 finds faults in the team 2 situation, etc.). When describing a fault, a team must also give a possible solution.
5. When one team has finished and all faults have been found, rotate to the next team.
6. Score as follows:

   Fault + solution = 3 points
   Fault + partial solution = 2 points
   Fault = 1 point
   A team which has designed a clear fault which is not detected may earn points by describing the fault and a solution.

Standard Activity: Modeling. Models and demonstrations may be clearer than descriptions. There are two effects of modeling:

1. Observational learning--trainees may learn new skills by observing models.
2. Disinhibition/facilitation--seeing a model perform a behavior may make a trainee more comfortable and less resistant to practice. An instructor may specifically demonstrate both poor and good examples. This not only improves trainees' abilities to discriminate when techniques are used correctly and incorrectly, but it may also improve willingness to practice and reduce fear of making errors.

There are several characteristics of modeling which may enhance its effectiveness:

1. Greater imitation will occur if the model a) is an expert or person of high status, b) is similar in some way to the trainee (as, for example, a well-liked co-worker), or c) controls rewards for the trainee.
2. Imitation is increased if the trainees see another trainee rewarded for following the demonstration. On the other hand, the model will be less effective if trainees see another trainee criticized for inaccurate imitation. Thus, try to find something to praise in every attempt to follow a model.
3. The instructor should a) gain the attention of the trainees before modeling, b) tell trainees what specific points to look for, c) model those points directly without unnecessary irrelevant details, d) ask the trainees to point out how the model demonstrated the points to be learned, e) ask a trainee to model the same skill in the same or a similar situation, and f) praise the trainee for performing the modeled behaviors.

4. Modeling should be followed by role-played practice by all trainees or by actual on-the-job practice.

Standard Activity: Role-play. Many of the techniques taught in the modules may be simulated in role-plays or may be rehearsed. In some role-plays, trainees pretend to be involved in a situation which might arise.

Role-plays can serve several purposes. They may serve as skill practice, as a way to apply knowledge in decision-making situations, or as a way to develop sensitivity to other persons and to ethical and philosophical issues.

Role-plays for skill practice may follow modeling. The following recommendations may be helpful:

1. Describe very clearly what you want the participants to practice. For example, say "Jim, you will teach Ann how to cut glass. Use the task analysis to do a whole-task presentation. Ann, make a few errors and get a few steps right."
2. Start by practicing only parts of tasks; in the above example, Jim and Ann might be asked to role-play only one step in the task analysis. Then, another pair could be asked to role-play that step and one more. Finally, another pair could role-play the entire task.
3. Ask the rest of the trainees to evaluate each role-play according to the criteria established in the module (using performance evaluation check sheets if appropriate). If the role-player "gets stuck," ask another trainee to suggest what should be done next.
4. Provide feedback to the trainee following role-play. Point out what the trainee did right. Ignore minor errors. If you must point out an error, describe or demonstrate how to correct it and ask the trainee to practice that part of the situation again.

Role-plays for decision making may give trainees an opportunity to experience problem-solving processes. Trainees apply knowledge or philosophy to hypothetical situations. They may be assigned to play a particular role (such as parent or case manager) or may be themselves. This type of role-play is somewhat less structured than a role-play for practice, but the same recommendations apply.

One procedure which promotes communication among staff is to "rotate problems." Group 1 sets up a problem (from a real work situation, if possible) for Group 2 to discuss, Group 2 sets up a problem for Group 3, and so on. Solutions are then reviewed by the whole group.

There are a number of ways to use role-playing to promote sensitivity or attitude change. Role-reversal involves taking on the role of another person with whom the trainee might work. The trainee might be assigned to be a client, parent, or therapist.

Structured role discussions are role-plays in which trainees are assigned roles and attitudes to display during a discussion. After the discussion, trainees are "debriefed." They read their "attitude descriptions" aloud. Then

group members explain their feelings about the discussion and about the individuals as they played their roles.

In a debate, trainees are assigned to advocate for a position. The topic is presented by the instructor. Debate teams are established in one of the following two ways:

1. A panel of 3-4 trainees per team present the pros and cons of an issue. After the debate, the audience of trainees vote and give their feelings about the issue.
2. Trainees are divided into groups of 2, 4, or 6. They debate in these small groups.

Here is a common sequence for a debate:

1. Announce the topic.
2. Divide into teams.
3. Allow 5 minutes for preparation.
4. Debate for 10 minutes.
5. Allow audience voting and participation, or tell debaters they must now switch sides and argue for the other side.

INSTRUCTIONAL ACTIVITIES PACKETS

The purpose of the activities presented in these packets is to provide instruction which will allow trainees to master the materials in the module objectives. We encourage trainers to modify or adapt these activities and to develop new ones.

RA-2
TASK ANALYSIS

TASK 1: OPEN DISCUSSION
Purpose: Cover all objectives
Duration: 30 minutes
Materials needed: Module text
Handout or overhead transparency--The Language of Task Analysis

Instructions:

See Page 2

Assure that the following items are covered:
Why do task analysis?
Define: Task analysis
Target
Teachable step
Method
Content
Process
Format
How do you know if a task analysis is adequate and complete?

TASK 1 ALTERNATIVE: FILM
Purpose: Cover all objectives
Duration: 1-1.5 hours
Materials needed: Film "Try Another Way"
Available from: Film Productions of Indianapolis
128 E. 36th Street
Indianapolis, IN 46205

Instructions:
Following the film, answer questions which trainees have. Discuss one or two of these topics:
1. Are all people trainable?
2. What kinds of skills are easy to task-analyze? Hard to task-analyze? Why?
3. How can you tell if a task analysis is adequate and complete?
4. Why should you know how to write task analyses when you can buy them?

TASK 2: DEMONSTRATION OF TASK ANALYSIS
Purpose: Objective 2
Duration: 20 minutes
Materials needed: Task Analysis form
Articles needed to perform task chosen

Instructions:

Using the Task Analysis form, demonstrate how you task analyze one of the following behaviors. Demonstrate two different methods to

perform the task. Develop content for one method. "Walk" trainees through the process by describing everything as you do it.

Behavior 1: Sorting 15 bolts, washers, nuts (3 sizes of each) from boxes containing 100 each into plastic bags or boxes which hold one of all items.
Behavior 2: Putting on a coat.
Behavior 3: A choice of some behavior which trainees will supervise when working.

After writing the task analysis, check it by having a trainee perform only the steps you wrote. If there are any steps which are missing or need revision, revise the task analysis. Note: It may be helpful to leave out a step so trainees can catch your "error."

TASK 3: DISCOVERING METHODS
Purpose: Objective 2, practice adapting methods to individual clients
Duration: 20 minutes
Materials needed: Pencil and paper
Chalkboard or overhead projector
Instructions:

1. Trainees may do this individually (with group dicussion at the end) or as a group.
2. Assign a behavior or allow trainees to choose behaviors they are planning to train.
3. Instruct trainees to write a method (not content) for this behavior. Allow approximately 3 minutes to do so.
4. Discuss methods which were written.
5. Tell trainees to adapt this method for
   a) a client with limited mobility or use of only one arm, and
   b) a client with a visual disability.
6. Discuss changes in method caused by the disabilities in step 5.

TASK 4: WRITING A TASK ANALYSIS
Purpose: Objective 2
Duration: 30 minutes
Materials needed: Task Analysis form
Instructions:

1. Assign one skill to be task analyzed by all trainees.
2. After each trainee has had time to prepare the content, pair trainees. In each pair, one person will read his/her content while the other person performs it exactly as written, one step at a time. Trainees then revise the content as needed.
3. Have trainees evaluate their partners' contents according to these criteria:
   a) It is detailed enough so that someone unfamiliar with the task can perform it.
   b) It is written in simple sentences (i.e., one prompt per step).
   c) All steps are observable and written in terms of client behavior.
   d) Steps are written in a correct sequence.

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Allow a few minutes for discussion and/or examples from trainees.

Note: This task can be done as an assignment out-of-class.

TASK 5: EVALUATING A TASK ANALYSIS
Purpose: Objective 2
Duration: 20 minutes
Materials needed: Worksheet 1
Instructions:

1. Hand out worksheet.
2. Instruct individuals to score task analysis according to the criteria on the worksheet.
3. Discuss scoring.

Note: You may substitute any other task analysis for this.

TASK 5 ALTERNATIVE: REVISE FAULTY TASK ANALYSIS
Purpose: Objective 2; practice trouble-shooting faulty content
Duration: 20-40 minutes
Materials needed: Worksheet 2
Instructions:

See Fault-finding Game, Page 3

Do fault-finding game or instruct students to complete problem 1 or 2 (or both) and discuss answers.

RA-2
TASK ANALYSIS

TASK ANALYSIS FORM

BEHAVIOR:

OBJECTIVE:

METHOD:

CONTENT:
1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Use back for more steps if needed.

PROCEDURE:
FORMAT:

FEEDBACK FOR CORRECT RESPONSE:

FEEDBACK FOR INCORRECT RESPONSE:

INSTRUCTIONS OR CUES:

RA-2
TASK ANALYSIS

WORKSHEET 1

Behavior: Walking correctly up/down stairs
Method: Client will walk up and down stairs on the right side of the stairway, keeping right hand on the railing. Client will take one step at a time, alternating left and right foot at each step.
Content:
1. Client will approach stairway.
2. Client will put right hand on railing and then put left foot on first step.
3. Client will put right foot on next step.
4. Trainer will assist client until client gets to top of stairs.
5. Client will let go of railing.

Process:

Format: Total task
Feedback for correct: Praise
Feedback for error: Overcorrection. Each time the client does not go up or down correctly, she will be instructed to go back to the beginning of the stairway and go up and down properly twice.
Instructions: None
Setting: In the group home, each time she uses stairs.

Evaluate the task analysis according to these criteria:

	Yes	No
1. Are all steps observable?	___	___
2. Are all steps stated in terms of client behavior?	___	___
3. The whole behavior could be completed using only written steps.	___	___
4. The steps are written in appropriate sequence.	___	___
5. There is only one behavior per step.	___	___
6. The wording is concise and clear (no unnecessary words).	___	___

WORKSHEET 2

Review the task analyses below and answer the questions:

1. Behavior: Putting a screw through a board. The purpose is to tighten the screw.
   Content:
   1. Pick up screw.
   2. Place screw in hole.
   3. Pick up screwdriver.
   4. Place nose of screwdriver in screw head.
   5. Rotate clockwise until screw is tight.
   6. Place screwdrive on table.
   7. Raise hand.

   It has been observed that most clients do not do step 5 correctly. Please break it down further.

2. Behavior: Toothbrushing

   After training was carried out for three sessions, it was discovered that at least one step was missing and also that the client was having trouble with steps 3 and 9. Break steps 3 and 9 down further and find a missing step.

   Content:
   1. Pick up the toothbrush.
   2. Wet the toothbrush.
   3. Remove the toothpaste cap.
   4. Replace the toothpaste cap.
   5. Brush the outside surfaces of the teeth.
   6. Brush the biting surfaces of the teeth.
   7. Brush the inside surfaces of the teeth.
   8. Fill cup with water.
   9. Rinse the mouth.
   10. Wipe the mouth.
   11. Rinse the toothbrush.
   12. Rinse the sink.
   13. Discard the disposables.

RA-2
TASK ANALYSIS

HANDOUT
THE LANGUAGE OF TASK ANALYSIS

These are some terms you will need to understand during the presentation on task analysis.

TASK ANALYSIS: Breaking a task into teachable steps.

TARGET: The behavior you wish to change.

TEACHABLE STEP: A step that is small enough for a particular client to learn. What is teachable for one person may not be for another.

METHOD: How the behavior is to be done. For example, will the client shave with a razor or an electric shaver?

CONTENT: The teachable steps in order. For example:
1. Wet face
2. Apply shaving cream
3. Etc.

PROCESS: How the content is taught. Includes format (how steps are presented), cues and instructions, and feedback (consequences for correct and incorrect responses).

RECYCLE: Do again. An alternative to giving up. Method, content, and process can be done over as many times as necessary to achieve success.

Test Form A-Key

1. Give three reasons why task analysis is useful. (3 pts.)

1. It makes teaching easier (by providing a sequence of manageable steps)
   It provides a tool for evaluating client's skills and progress
   It allows for consistent teaching (from session to session, or among trainers)
   It facilitates individualizing instruction (or, shows where individual clients are having trouble)

2. You are attempting to train a client to clean a work area, including table and floor. This client has limited use of his left arm, limited language, and an ability to follow two-step instructions. He has never used a broom. Task analyze the skill of cleaning the work area.

2.

Criterion	Points Possible
a. All steps are observable	1
b. All steps are stated in terms of client behavior	1
c. The whole behavior could be completed using only written activities (-1/gap)	5
d. The steps are written in an appropriate sequence (-1/error)	2
e. The wording is concise and clear	1

Test Form B-Key

1. Give three reasons why task analysis is useful. (3 pts.)

1. It makes teaching easier (by providing a sequence of manageable steps)
   It provides a tool for evaluating client's skills and progress.
   It allows for consistent teaching (from session to session, or among trainers)
   It facilitates individualizing instruction (or, shows where individual clients are having trouble)

2. You wish to teach a client to use the telephone. The client recognizes numbers but cannot remember sequences. He has full use of hands. Task analyze the skill of calling a friend on the telephone.

2.

	Criterion	Points Possible
a.	All steps are observable	1
b.	All steps are stated in terms of client behavior	1
c.	The whole behavior could be completed using only written activities (-1/gap)	5
d.	The steps are written in an appropriate sequence (-1/error)	2
e.	The wording is concise and clear	1

Test Form A-Key

1. Define work adjustment and describe the difference between a "prosthetic" and "therapeutic" approach to work adjustment.

1. Work adjustment is a treatment/training program through which the individual is assisted in acquiring those skills, behaviors and concepts needed to function effectively in a work environment. This may include personal, social, and community adjustment as it relates to work outcomes.

   One of the earlier approaches to work adjustment was to provide whatever prosthetic device was necessary to prop the client up to the extent that the individual could function in a sheltered workshop setting. This tended to make the person dependent on the device(s) in order to function (but the individual was functioning.) The more recent therapeutic approach is to provide whatever is necessary to get the person functioning and to begin to systematically withdraw the supports as the individual is able to function without them. The idea is to help the person function like they do in the "normal" or "real" world.

2. Explain the rationale for conducting training interventions as much as possible in the natural work setting.

2. Takes advantage of naturally occurring discrimination stimuli and consequences which must eventually control the behavior.

3. Provide a rationale for including clients in vocational training and production without requiring a "catalogue" of prerequisite behavior patterns, etc.

3. To postpone vocational instruction until other behaviors are changed simply extends the period of vocational incompetence and prevents access to natural reinforcers for work behavior.

   If vocational skills are taught first, or concurrently , there is a likelihood that the client can begin to have successes which can help eliminate inappropriate behavior for a more efficient and effective treatment program.

4. Outline a series of steps to follow which are useful in changing vocationally relevant behaviors.

4. a) Deal with inappropriate behavior within the work setting
   b) Observe behavior in the situation in which it occurs
   c) Record each individual incident of concern
   d) Identify target behavior
   e) Don't work for everything at once
   f) Define the problem operationally and determine how performance will be measured
   g) Specify two criteria for each treatment objective: one for successful terminations of the program and one for changing the program
   h) Develop and implement intervention program
   i) Conduct intervention as much as possible in the natural work setting
   j) Change frequency
   k) Avoid use of negative consequences
   l) Evaluate and make modifications

Test Form A-Key(Con't.)

5. List at least 7 social survival skills and 7 vocational survival skills identified by Risch and Mithaug (1980) as essential for a client to function in a sheltered workshop--and provide a critique of 1 from each list as being truly necessary and 1 from each list as not really being necessary.

5. Employees should be able to: (Social)

1. Communicate basic needs such as those involving thirst, hunger, sickness, pain and toileting
2. Communicate basic needs receptively by means of verbal expression, signs, or gestures
3. Communicate basic needs expressively by means of verbal expression of gestures
4. Respond to instructions requiring immediate compliance within 0-30 seconds
5. Respond appropriately to safety signals given verbally through signs or through signals
6. Initiate contact with supervisors when:
   a. cannot do the job
   b. runs out of materials
   c. finishes the job
   d. feels too sick/tired to work
   e. needs drink, rest room
   f. makes a mistake which requires informing the supervisor
7. Maintain proper grooming by:
   a. dressing appropriately after using the restroom
   b. cleaning self before coming to work
   c. cleaning self after using the restroom
   d. cleaning self after eating lunch
   e. eating food appropriately at lunch
   f. displaying proper table manners at lunch
8. Reach place of work by means of:
   a. company-sponsored vehicle
   b. own arrangement
   c. public transit
9. Maintain personal hygiene by:
   a. shaving regularly
   b. keeping teeth clean
   c. keeping hair combed
   d. keeping nails clean
   e. using deodorant
10. Leave job station inappropriately no more than 1-2 times per day
11. Display or engage in major disruptive behavior no more than 1-2 times per week
12. Display or engage in minor disruptive behavior no more than 1-2 times per week

(Vocational)

Employees should be able to:

1. Participate in work environments for 6-hour periods
2. Move safely about the shop by:
   a. Walking from place to place
   b. Identifying and avoiding dangerous areas
   c. Wearing safe work clothing
3. Work continuously at a job station for 1-2 hour periods

Test Form A-Key (Con't.)

4. Learn new tasks when the supervisor explains by modeling
5. Come to work on an average of 5 times per week
6. Correct work on a task after the second correction
7. Want to work for money/sense of accomplishment
8. Understand work routine by not displaying disruptive behavior during routine program changes
9. Continue work without disruptions when:
   a. Supervisor is observing
   b. Fellow worker is observing
   c. Stranger is observing
10. Adapt to a new work environment with normal levels of productivity in 1-5 days and with normal levels of contacts with supervisor in 30-60 minutes.

Test Form B-Key

1. Outline a series of steps to follow which are useful in changing vocationally relevant behaviors.

1. a) Deal with inappropriate behavior within the work setting
   b) Observe behavior in the situation in which it occurs
   c) Record each individual incident of concern
   d) Identify target behavior
   e) Don't work for everything at once
   f) Define the problem operationally and determine how performance will be measured
   g) Specify two criteria for each treatment objective: one for successful terminations of the program and one for changing the program
   h) Develop and implement intervention program
   i) Conduct intervention as much as possible in the natural work setting
   j) Change frequency
   k) Avoid use of negative consequences
   l) Evaluate and make modifications

2. List at least 7 social survival skills and 7 vocational survival skills identified by Rusch and Mithaug (1980) as essential for a client to function in a sheltered workshop--and provide a critique of 1 from each list as being truly necessary and 1 from each list as not really being necessary.

2. (Social)

   Employees should be able to:

   1. Communicate basic needs such as those involving thirst, hunger, sickness, pain, and toileting
   2. Communicate basic needs receptively by means of verbal expression, signs, or gestures
   3. Communicate basic needs expressively by means of verbal expression of gestures
   4. Respond to instructions requiring immediate complicance within 0-30 seconds
   5. Respond appropriately to safety signals given verbally through signs or through signals
   6. Initiate contact with supervisors when:
      a. cannot do the job
      b. runs out of materials
      c. finishes the job
      d. feels too sick.tired to work
      e. needs drink, rest room
      f. makes a mistake which requires informing the supervisor
   7. Maintain proper grooming by:
      a. dressing appropriately after using the restroom
      b. cleaning self before coming to work
      c. cleaning self after using the restroom
      d. cleaning self after eating lunch
      e. eating food appropriately at lunch
      f. displaying proper table manners at lunch
   8. Reach place of work by means of:
      a. company-sponsored vehicle
      b. own arrangement
      c. public transit
   9. Maintain personal hygiene by:
      a. shaving regularly

Test Form B-Key (Con't.)

10. Leave job station inappropriately no more than 1-2 times per day
11. Display or engage in major disruptive behavior no more than 1-2 times per week
12. Display or engage in minor disruptive behavior no more than 1-2 times per week

(Vocational)

Employees should be able to:

1. Participate in work environments for 6-hour periods
2. Move safely about the shop by:
   a. Walking from place to place
   b. Identifying and avoiding dangerous areas
   c. Wearing safe work clothing
3. Work continuously at a job station for 1-2 hour periods
4. Learn new tasks when the supervisor explains by modeling
5. Come to work on an average of 5 times per week
6. Correct work on a task after the second correction
7. Want to work for money/sense of accomplishment
8. Understand work routine by not displaying disruptive behavior during routine program changes
9. Continue work without disruptions when:
   a. Supervisor is observing
   b. Fellow worker is observing
   c. Stranger is observing
10. Adapt to a new work environment with normal levels of productivity in 1-5 days and with normal levels of contacts with supervisor in 30-60 minutes.

3. Define work adjustment and describe the difference between a "*prosthetic*" and "*therapeutic*" approach to work adjustment.

3. Work adjustment is a treatment/training program through which the individual is assisted in acquiring those skills, behaviors and concepts needed to function effectively in a work environment. This may include personal, social, and community adjustment as it relates to work outcomes.

One of the earlier approaches to work adjustment was to provide whatever prosthetic device was necessary to prop the client up to the extent that the individual could function in a sheltered workshop setting. This tended to make the person dependent on the device(s) in order to function (but the individual was functioning.) The more recent therapeutic approach is to provide whatever is necessary to get the person functioning and to begin to systematically withdraw the supports as the individual is able to function without them. The idea is to help the person function like they do in the "normal" or "real" world.

4. Provide a rationale for including clients in vocational training and production without requiring a "catalogue" of prerequisite behavior patterns, etc.

4. To postpone vocational instruction until other behaviors are changed simply extends the period of vocational incompetence and prevents access to natural reinforcers for work behavior.

If vocational skills are taught first, or concurrently, there is a likelihood that the client can begin to have successes which can help eliminate in-

Test Form B-Key (Con't.)

4. appropriate behavior for a more efficient and effective treatment program.

5. Explain the rationale for conducting training interventions as much as possible in the natural work setting.

5. Takes advantage of naturally occurring discrimination stimuli and consequences which must eventually control the behavior.

RA-38
PRODUCTION METHODS

TASK 1: DISCUSSION OF PURPOSES
Purpose: Sensitize trainees to purposes of production
Duration: 15 minutes
Materials needed: Module text
Instructions:
Discuss purposes of production.

TASK 1 ALTERNATIVE: DEBATE
Purpose: Sensitize trainees to purposes of production
Duration: 30 minutes
Materials needed: None
Instructions:

Debate this statement: Production methods should be equivalent to those in industry, with automation and efficient methods designed and used.

TASK 2: LECTURE AND DEMONSTRATION
Purpose: Objective 1
Duration: 30 minutes
Materials needed: Examples of:
1. Gravity feed bins
2. Jigs for counting (e.g., compartmented boxes or egg cartons)
3. Jigs for measuring or aligning objects
4. Cues (e.g., color-coded wires or containers)

Instructions:
1. Show the examples. Discuss how each one improves rate or accuracy of work. Ask for ways they could be improved.
2. Discuss the two conditions under which you would not use a jig:
   A. When a contract is too small to justify the cost of developing a jig.
   B. When the job serves a habilitative non-vocational function required in the IPP (such as when lifting is used instead of sliding to strengthen arms, or when a vocational task is used in a program designed to teach counting).

TASK 3: FAULT-FINDING GAME
Purpose: Cover all objectives
Duration: 20 minutes
Materials needed: Worksheet 1
Instructions:

This can be done as a group game or individual activity with group discussion.

TASK 4: JIGS AND CUES
Purpose: Objective 1
Duration: 15 minutes
Materials needed: Worksheet 2
Instructions:
Instruct trainees to complete the worksheet. Discuss responses.

TASK 4 ALTERNATIVE: DESIGN IMPROVED PRODUCTION METHODS
Purpose: Practice on all objectives
Duration: Assignment
Materials needed: Module text
Instructions:
Assign trainees to choose a task from work and improve either jigs and cues, the work area, or the work flow.

TASK 5: OBSERVATIONS
Purpose: Sensitize trainees to production methods in use
Duration: Assignment
Materials needed: Module text
Instructions:
Instruct trainees to:

1. Arrange and gain permission for observation in a business. Fast-food outlets and manufacturing plants are ideal.
2. Choose a task.
3. Diagram either the work area or the work flow and describe any jigs or cues used.
4. Evaluate the diagram, describing highly-skilled applications of motion economy principles and recommending solutions for errors.
5. Describe one thing (learned from the observation) which would improve production in the trainee's home facility.

Worksheet #1

For the following work area, find as many errors as possible. For each error, tell how to correct it. The task is "separating coupons." The facility has a contract to separate coupons by company and price. The task analysis is as follows:

1. Pick up coupon
2. Find company name
3. Place coupon in the box for that company

Later, when boxes are filled, they are separated by piece, using the following task analysis:

1. Pick up coupon
2. Find price
3. Place coupon in the box for that price

The work area is a large table. In the middle of the table are the boxes for company or price (whichever is being separated at the time). A client picks up a handful of coupons from a large carton and, one at a time, finds the correct box, walks to it, and puts the coupon in it.

Worksheet #2

For the following situation, describe two possible jigs and two possible cues which may improve rate or accuracy.

Mabel makes cable harnesses for washing machines. Each harness has four color-coded wires which are passed through a clamp. The clamp must then be screwed tight. The final ½" of each wire must then be stripped, and each wire must be screwed to the correct terminal on a plug.

Mabel has limited use of her right hand. In addition, she frequently attaches wires to the wrong terminals or does not tighten the cable clamp adequately.

Worksheet #3

For the following situation, prepare a supervision program to correct the problem:

John is assigned to package rubber bands. He must get a bag, put in rubber bands, weight the bag, and correct the amount in the bag if necessary. He than staples the bag. Although he is accurate, his work rate is very low for these reasons:

a. Because of limited use of his left hand, John has difficulty holding the bag open while filling it. He also has trouble positioning the bag and stapling it.

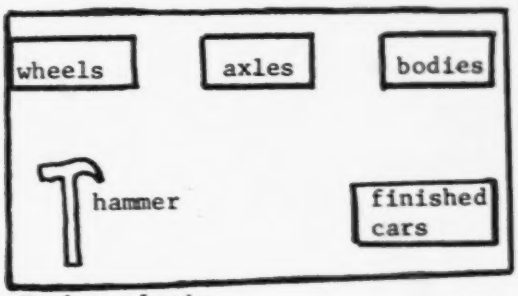
b. John spends a lot of time looking carefully at the scale to assure that the weight is in the correct range

c. After completing one or two bags, John stops, rubs his clothes rapidly, shakes his head back and forth, and mumbles for 30 seconds to 1 minute before continuing work.

Test Form A

1. Tom's job is to package rubber bands. He puts 100 rubber bands in each package (tolerance range = 100-110 rubber bands). The rubber bands are all the same size. He then staples the package. Tom has very little use of his right arm. Describe one jig or cue to improve rate or accuracy of packaging.

2. Here is a work area for the job of assembling wooden toy cars.



table

Wheels, axles, and bodies are in cardboard boxes. Worker stands at table.

Task analysis

1. Pick up axle
2. Pick up wheel
3. Put wheel down flat on table
4. Fit end of axle on wheel
5. Pick up hammer
6. Tap top end of axle until bottom end touches table
7. Pick up another axle
8. Pick up wheel
9. Put wheel down flat on table
10. Fit end of axle on wheel
11. Pick up hammer
12. Tap top end of axle until bottom end touches table
13. Pick up body
14. Fit axles through axle holes
15. Turn over so wheels lay flat on table
16. Pick up a wheel
17. Put wheel on axle
18. Tap wheel till outside is flat with end of axle
19. Pick up another wheel
20. Put wheel on axle
21. Tap wheel down till it is flat with end of axle
22. Put completed car in box

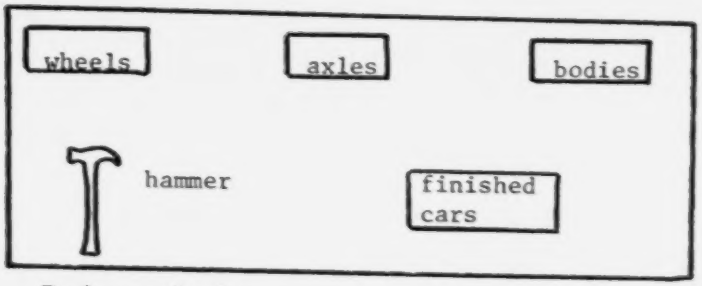
Find one error in the work table and tell how to correct it.

Test Form A-Key

1. Tom's job is to package rubber bands. He puts 100 rubber bands in each package (tolerance range = 100-110 rubber bands). The rubber bands are all the same size. He then staples the package. Tom has very little use of his right arm. Describe one jig or cue to improve rate or accuracy of packaging.

1. Examples:
   1) A french fry bagger to hold bag open
   2) Weigh the bags instead of counting
   3) Use electric stapler

2. Here is a work area for the job of assembling wooden toy cars.



Wheels, axles, and bodies are in cardboard boxes. Worker stands at table.

Task analysis

1. Pick up axle
2. Pick up wheel
3. Put wheel down flat on table
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8. Pick up wheel
9. Put wheel down flat on table
10. Fit end of axle on wheel
11. Pick up hammer
12. Tap top end of axle until bottom end touches table
13. Pick up body
14. Fit axles through axle holes
15. Turn over so wheels lay flat on table
16. Pick up a wheel
17. Put wheel on axle
18. Tap wheel until outside is flat with end of table
19. Pick up another wheel
20. Put wheel on axle
21. Tap wheel down till it is flat with end of axle
22. Put completed car in box

Find one error in the work table and tell how to correct it.

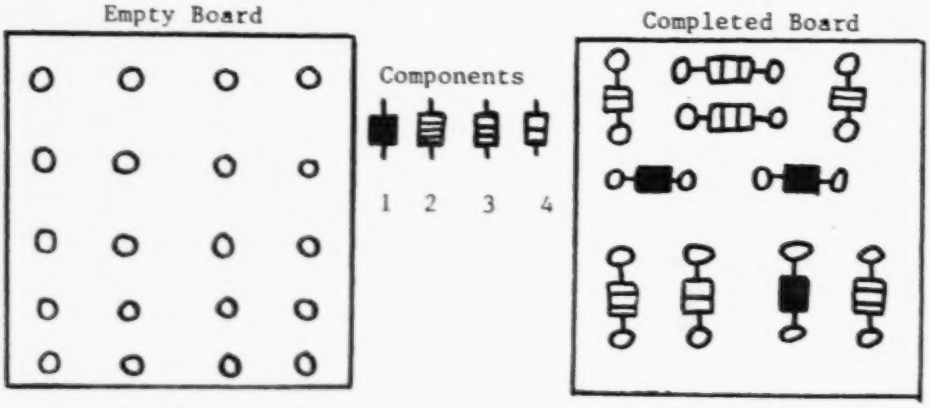
2. Examples:
   1) Component boxes are in wrong order. Place them in same order as t.a.
   2) T.A. is out of sequence. First pick up wheel, then axle.

Test Form A-Key (Con't.)

2. 3) Use gravity feed for components so person can slide them instead of picking them up
   4) Use block rather than hammer so that both wheels can be put on at a time
   5) Use 1 set of wheels and axles for each hand

Test Form B--Key

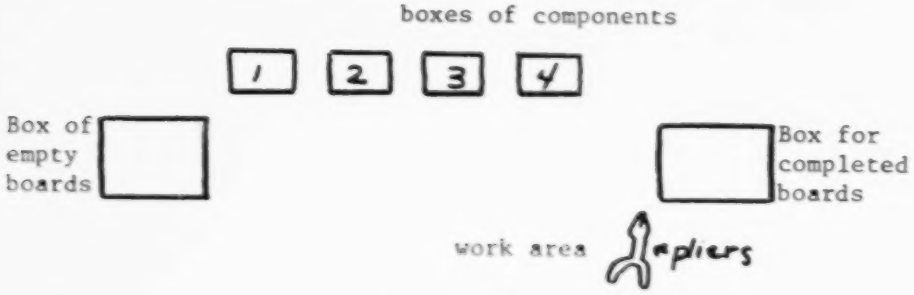
1. Nell is making circuit boards. She starts with an empty plastic board with holes in it. She must then put electrical components (e.g., resistors and capacitors) on the board with wires through the holes and bent so that the components will not slip out.



Describe one jig or cue to improve rate or accuracy of making boards.

1. Examples:
   1) Holder to hold empty board at angle which will allow her to put on components without picking up board each time and to put in all components before bending the wires.
   2) A model competed board which sits on work area.
   3) A color-coded model which sits under a transparent plastic empty circuit board.
   4) Pliers or a gripper to pick up small components.

2. Here is a work area for the job of making circuit boards:



The current task analysis is as follows:

1. Pick up empty board
2. Position board on table
3. Pick up component 1
4. Put component 1 wires through correct holes
5. Pick up pliers
6. Bend wires with long-nose pliers
7. Put down pliers
8. Pick up another component 1
9. Place wires through correct holes
10. Pick up pliers
11. Bend wires

Test Form B-Con't.

12. Put down pliers
13. Continue for all other components
14. Put completed board in box

Find one error in the work area and tell how to correct it (other than using the jig or cue from question 3.

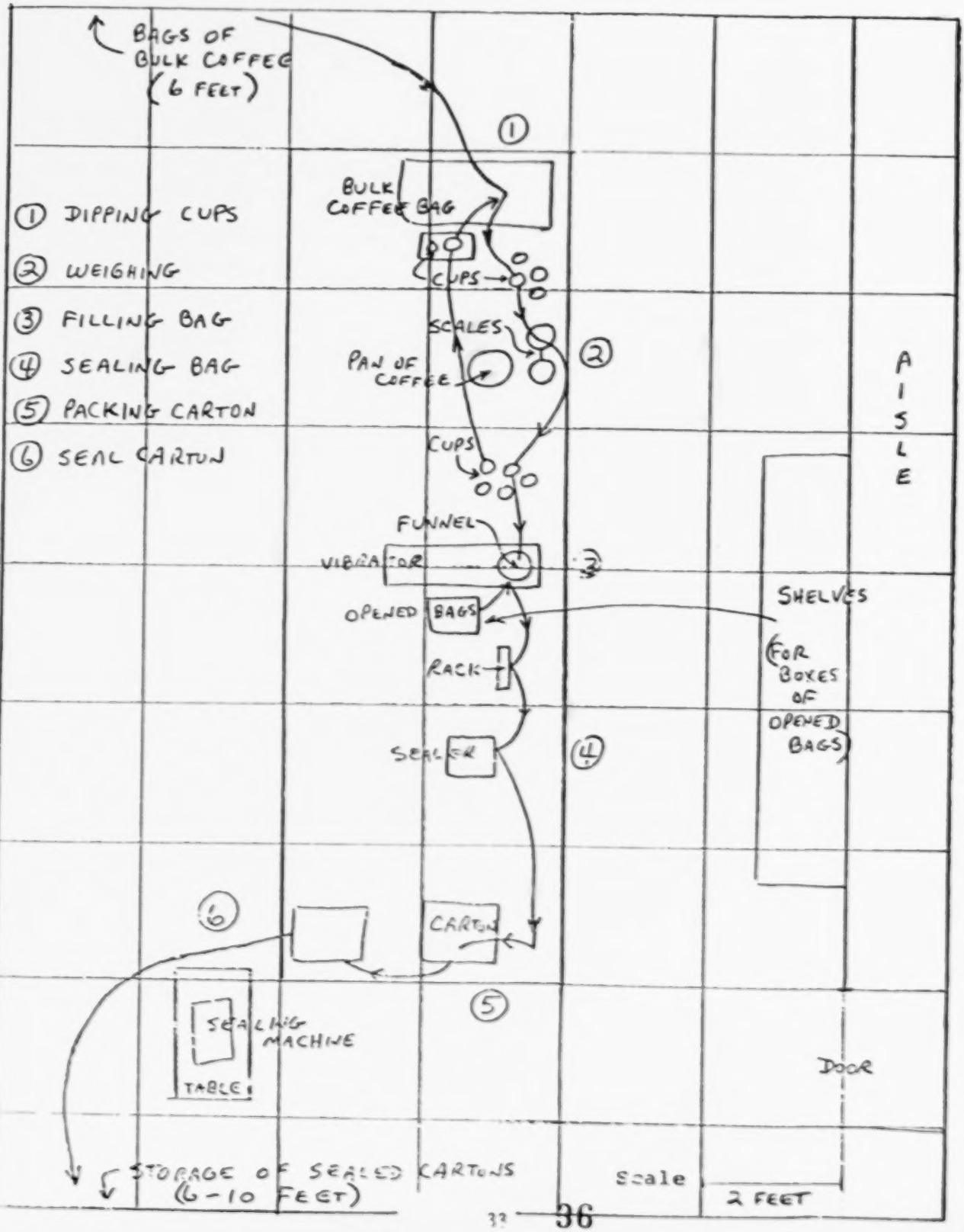
2. Examples:
   1) Use gravity feed boxes for components or to drop completed board through
   2) Use holder so worker can place components in 2 at a time and put all components in before bending wires
   3) Have 1 set of component boxes for each hand, with boxes arranged so component 1 boxes are on outside edges of semicircle, component 2 boxes are just toward the middle from them, and so on.

Present
Improved Method

FLOW DIAGRAM

Date_____ Subject_____

By_____ Chart ___ of ___



Present
Improved Method

PROCESS CHART

Date_____ Subject_____

By_____ _____

Chart #_____ Point of Origin_____

Sheet ____ of _____ End Point_____

Dist in ft	Time in Min/Sec	Symbol	Description	Remarks

SUMMARY	Present Method		Improved Method		Difference Saved	
	Number	Time	Number	Time	Number	Time
○ Operations						
→ Transportations						
Feet Traveled		X		X		X
□ Inspections						
D Delays						
▽ Storages						

ELIMINATE COMBINE SIMPLIFY REARRANGE SUBDIVIDE

(Present) Improved Method

Material PROCESS CHART I

Date 9/20
By JWC
Chart # 2
Sheet 1 of 1

Subject INSTANT COFFEE PACKAGING
4oz / Foil Envelope 24 envelopes / CTN
Point of Origin
End Point

Dist in ft	Time in Min/Sec	Symbol	Description	Remarks
		▽	1. IN BULK BAGS	
6		→	2. BAG Moved to PACKAGING table	
		O	3. BAG OPENED	
		①	4. Put into Cup	LEVEL MEASURE
		D	5. WAITS for WEIGHING	
		②	6. Checked on BALANCE SCALE	ELIMINATE
		D	7. WAITS for Dumping	
		③	8. Put into BAG	
		④	9. Sealed in BAG	Automatic or ROTARY SEALER
		⑤	10. BAG Put into CARTON	Combine with 9
		⑥	11. CARTON SEALED	
12		→	12. CARTON Moved to STORAGE	MOVE CLOSER
		▽	13. SEALED CARTON in STORAGE (READY for Shipping)	

SUMMARY	Present Method		Improved Method		Difference Saved	
	Number	Time	Number	Time	Number	Time
O Operations	6					
→ Transportations	2					
Feet Traveled	18	X		X		X
□ Inspections	2					
D Delays	2					
▽ Storages	2					

ELIMINATE COMBINE SIMPLIFY REARRANGE SUBDIVIDE

(Present) Improved Method

MAN PROCESS CHART 2

Date 9/22
By JLC
Chart # 4
Sheet 1 of 3

Subject Instant Coffee Packaging
4oz / Foil Envelope 24 envelopes / Ctn
Point of Origin Opened Bag of Bulk Coffee
End Point Sealed carton in storage

Dist in ft	Time in Min/Sec	Symbol	Description	Remarks
		→	DIP 1. Reach for Cup	
		→	2. Move Cup to BAG	
		O	3. DIP CUP into Coffee	
		□	4. Check Quantity of Coffee in Cup	
		O	5. Dump out Excess Coffee	
		→	6. Move Cup to table by Weigher	
		D	WEIGH 7. WAIT for Cup	
		→	8. Reach for Full Cup	
		→	9. Move Cup to Scale	
		□	10. Read Scale	
		→	11. Reach for SPOON	
		O	12. Add or Remove Coffee as Required	
		→	13. Replace Spoon	
		→	14. Move cup to table by Filler	
		→	15. Reach to Empty Cup	
		→	16. Move Empty Cup to Dipper	

SUMMARY	Present Method		Improved Method		Difference Saved	
	Number	Time	Number	Time	Number	Time
O Operations	10					
→ Transportations	26					
Feet Traveled						
□ Inspections	3					
D Delays	3					
▽ Storages	1					

ELIMINATE COMBINE SIMPLIFY REARRANGE SUBDIVIDE

(Present) Improved Method

MAN PROCESS CHART 2

Date 9/22 Subject Instant Coffee Packaging

By JWC

Chart # 4 Point of Origin

Sheet 2 of 3 End Point

Dist in ft	Time in Min/Sec	Symbol	Description	Remarks
		○	17. Remove SPILLED Coffee From SCALE	
		D	FILL 18. Wait For Cup	
		→	19. Reach to OPEN BAG	
		→	20. Move BAG to Funnel	
		→	21. Reach to Cup with Coffee	
		→	22. Move Cup to Funnel	
		○	23. Dump Coffee into Funnel	
		→	24. Put empty Cup by WEIGHER	
		→	25. Move BAG to Rack by SEALER	
		D	SEAL 26. Wait for BAG	
		→	27. Reach for BAG	
		→	28. Move BAG to SEALER	
		○	29. SEAL BAG	
		→	30. Move BAG to table	
		○	31. FLATTEN BAG	
		→	PACK 32. Reach to BAG	

SUMMARY	Present Method		Improved Method		Difference Saved	
	Number	Time	Number	Time	Number	Time
○ Operations						
→ Transportations						
Feet Traveled		X		X		X
□ Inspections						
D Delays						
▽ Storages						

ELIMINATE COMBINE SIMPLIFY REARRANGE SUBDIVIDE

(Present) Improved Method

MAN PROCESS CHART 2

Date 9/22
By JWC
Chart # 4
Sheet 3 of 3

Subject Instant Coffee Packaging
Point of Origin
End Point

Dist in ft	Time in Min/Sec	Symbol	Description	Remarks
		→	33. Move Bag to Carton	
		□	34. Count Bags into Carton (24x)	
		→	35. Move Carton to Sealer	
		→	36. Reach to Carton (SEAL)	
		O	37. Close Flaps	
		→	38. Reach to tape machine (3x)	
		O	39. Pull tape machine Handle (3x)	
		→	40. Move tape to Carton (3x)	
		O	41. Seal Carton	
		→	42. Carry Carton to Storage	
		▽	43. Sealed Carton in Storage	

SUMMARY	Present Method		Improved Method		Difference Saved	
	Number	Time	Number	Time	Number	Time
O Operations						
→ Transportations						
Feet Traveled		X		X		X
□ Inspections						
D Delays						
▽ Storages						

ELIMINATE COMBINE SIMPLIFY REARRANGE SUBDIVIDE

PRODUCTION SUPERVISION

TASK 1: OBJECTIVE GAME
Purpose: Cover all objectives
Duration: 30 minutes
Materials needed: Module text
Instructions:

TASK 2: CHOOSING A PRODUCTION STRATEGY
Purpose: Sensitize trainees to issues involved in choosing strategy
Duration: 20 minutes
Materials needed: Worksheet--Choosing a Production Strategy
Instructions:

1. Divide trainees into groups of 2-4.
2. Hand out worksheet and instruct groups to fill it out.
3. Discuss responses. Point out that there is no right answer.

TASK 3: ROLE-PLAY PRACTICE
Purpose: Objective 3
Duration: 60 minutes
Materials needed: Staplers and paper to collate
Workshop Supervision Evaluation Sheet
Instructions:

1. Pass out Workshop Supervision Evaluation Sheets.
2. Review the items on the Evaluation Sheets. Give examples of good and bad instructions, repetitive instructions vs. modeling, descriptive and non-descriptive praise, clear criticism with instruction vs. insulting or useless criticism.
3. Divide into groups of 6, one staff, three clients, and two evaluators. Put out the collating materials and instruct the groups that they will practice. "Clients" should do some work well and make some mistakes.
4. After 3-5 minutes of practice, have the group get together and discuss the evaluators' evaluations on the sheet.
5. If time permits, switch roles and do this again.
6. Have one role-play in front of the entire group, with the audience serving as evaluators. Discuss the evaluation and assure that all items on the sheet are understood.

TASK 4: ON-THE-JOB OBSERVATION
Purpose: Objective 3
Duration: 15 minutes/trainee (unless supervisors or peers can evaluate)
Materials needed: Supervision Evaluation Sheet
Instruction:

If possible, have work supervisors or peers (coworkers) who have taken or are taking this module observe and evaluate the trainees. They should use the Evaluation Sheet, discuss the results with the trainee, and (if needed and possible) repeat the observation.

RA-39
PRODUCTION SUPERVISION

TASK 5: PROBLEM-SOLVING
Purpose: Objectives 1 and 2
Duration: 60 minutes
Materials needed: None
Instructions:

Divide class into groups of 3-5. Instruct each group to come up with 3 supervision problems (preferably actual situations with clients at work). Rotate problems so that group 2 attempts to find solutions to the problems posed by group 1, group 3 recommends solutions for group 2, and so on.

Discussion the problems and solutions as a whole group. If necessary, point out to the group possible solutions from the list below:

- Frequent reinforcement or continuous feedback
- Differential reinforcement of high rate behavior
- Ratio reinforcement schedules
- Positive practice with speed prompts
- Teaching to criterion
- Self-management
- Using extra cues
- Modifying the task or task analysis
- Reducing distractions

WORKSHEET--CHOOSING A PRODUCTION STRATEGY

A sheltered workshop has a contract to make wood pallets. The workshop has the necessary tools. Production of pallets has been a major part of the workshop's work for several years and will probably continue. A pallet crew of 8 clients has worked on these for the past year. These clients are all working at 80% of competitive standard or better. Most of the other clients are collating, separating soft-drink cans, or doing busy work. A new company has contracted with the agency for making wood T's and surveying stakes. This test order will determine whether the company will continue to order these. The contract will take about 8 weeks to complete.

1. Who would you assign to making T's and stakes? Why?

2. Would you emphasize and try to minimize
   a. training costs, or
   b. production costs?
   Why would you make your choice?

   How would you minimize the training or the production costs?

WORKSHOP SUPERVISION EVALUATION SHEET

TRAINER'S NAME_____ DATE_____

EVALUATOR'S NAME_____

For each item, mark Yes, No, or NA. Mark Yes if the behavior occurred more than half of the opportunities. Mark No if the behavior occurred half the opportunities or less. Mark NA if there were no opportunities.

Item	Yes	No	NA
A. Giving Instructions			
1. Addresses client by name.			
2. Instruction is			
a. Clear and specific (describes what needs to be done).			
b. Brief (describes only what needs to be done).			
c. Given with no more than 3 steps at a time.			
3. Demonstrates or models when instructions do not produce the correct behavior.			
4. Practice occurs following instruction.			
5. After all steps have been completed, client is asked to complete all steps independently.			
6. There is at least one follow-up check with feedback.			
B. Praising			
1. Praise is			
a. Audible and clear.			
b. Immediate (within 10 seconds following desired behavior).			
c. Descriptive (tells what client did).			
d. Brief (no more than 10 words)			
2. Praise does not require the client to stop the task (e.g., supervisor looks at task, not client).			
C. Criticizing			
1. Criticism			
a. Occurs within 10 seconds following error.			
b. Includes an instruction to correct the behavior (clear description).			
c. Includes chance for practice with feedback.			
d. Is clear enough so the error is not repeated immediately.			
e. Avoids labels, personal comments, and insults.			

Please tally the following:

Praises--any comment which follows a desired behavior and indicates correctness or approval.

Criticisms--any comment which follows an error or undesired off-task or disruptive behavior and indicates error or disapproval, or provides an instruction to correct the behavior.

Number of praises_____

Number of criticisms_____

Test, Form A--Key

1. List two issues which determine how often you should praise an individual client.

1. Is the client learning a new task or performing one which is well-learned?
   Is the client approaching placement in a place where praise will be infrequent?

2. June is working on a custodial crew which cleans offices. Her work in most areas is adequate, but she does a poor job of dusting and vacuuming. In these two jobs, she often misses large areas. She is very slow, often stopping to gaze into space or simply run her hands over the different types of textures on office furniture. Describe three practical ways to improve June's work performance.

2. Examples:
   Reinforce frequently.
   Do intense training on these two skills until she reaches good performance
   Spread colored pieces of paper on furniture to be dusted or on floor. These may serve as cues to cover each area.
   Use DRH schedule, reinforcing if she performs tasks successfully within a time limit. Gradually allow less and less time.
   Provide positive practice with speed prompts.
   Beginning with competitive wage, each time she is found gazing into space or feeling textures, tell her she has lost 10¢ from her wage. At the end of each work period, tell her what she has earned. Be sure it meets certificate levels and that you document what you did.
   Assign another client to reinforce, assist, and prompt her.

Test Form B-Key

1. List two issues which determine how often you should praise an individual client.

1. a) IPP (or client's placement goals, or objectives)
   b) Acquisition vs. maintenance (learning or maintaining or how well does client know task).
   c) 1/min. average.

2. Elton is assigned to pallet-making. He is required to choose the correct pieces of wood and fasten them together using a pneumatic nailer. He has bursts of production in which he works rapidly (at competitive rate). During these times, his quality suffers somewhat. He sometimes uses the wrong lengths of boards; also, he forgets to put in some of the nails.

   When he is not on a production burst, his rate is quite slow. At those times, he keeps interrupting his work by asking the supervisor to help him choose the correct lengths of wood and to check his nailing.

   Describe three practical ways to improve Elton's work performance.

2. Examples:
   1) Reinforce on a DRH or VR schedule (e.g., set goal for day).
   2) Provide jig in which Elton simply places boards in frames.
   3) Ignore requests to check nailing; check at specified times (e.g., on the hour; after every 3 pallets).
   4) When Elton makes an error, require him to over-correct it (e.g., if he leaves out a nail, he must put it in and tell where each nail should go).
   5) Provide a model pallet with each nail marked; instruct him to check each pallet against the model.